

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>
Grant Period:	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 PM 4:14 </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Boys & Girls Clubs of the Big Pines			
Vendor ID #	ESC Region #	DUNS #	
75-2318241	7 & 8		
Mailing address	City	State	ZIP Code
P.O. Box 2041	Marshall	TX	75671

Primary Contact

First name	M.I.	Last name	Title
Bryan		Partee	President & CEO
Telephone #	Email address		FAX #
903-935-2030	Bryan@BeGreatEastTexas.com		888-479-5437

Secondary Contact

First name	M.I.	Last name	Title
Brooke	H	Paddie	Vice President RD & Marketing
Telephone #	Email address		FAX #
903-935-2030	Brooke@BeGreatEastTexas.com		888-479-5437

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is **understood** by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Bryan		Partee	President & CEO
Telephone #	Email address		FAX #
903-935-2030	Bryan@BeGreatEastTexas.com		888-479-5437
Signature (blue ink preferred)		Date signed	

27 Apr 18

Only the legally responsible party may sign this application.

701-18-111-138

Schedule #1—General Information

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Certification of Shared Services	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	<input type="checkbox"/>	<input type="checkbox"/>
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan		<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 01/01	End date (MM/DD): 12/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2— Required Attachments and Provisions and Assurances

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Boys & Girls Clubs of the Big Pines (BGCBP) Texas ACE will serve three high-need communities in East Texas. According to the U.S. Census Bureau, Mount Pleasant, Texas is a community of 16,115 residents. The percentage of families in Mount Pleasant living below the poverty level is 20%. According to the same statistics, Marshall, Texas has 23,651 residents with 17.6% of families living below the poverty level. Longview, Texas is a community of 82,055. The percentage of families living below the poverty level is 18.6%. All three communities have a higher poverty rate than the state average of 15.6%. These communities are rural and their economically disadvantaged families have limited access to the kinds of resources enjoyed by larger metropolitan areas.

Mount Pleasant Independent School District has 5,312 students enrolled, Marshall Independent School District has 5,485, and Longview Independent School District has 8,663. Students in Marshall ISD struggle to meet both state and national standards. One of the proposed centers is on a Priority campus where they are 10 to 30 percentage points below state averages in all testing categories. Students from a second Priority campus, Marshall Junior High, will attend a center directed toward teens with Marshall High School students. These students from Marshall Junior High School scored 8 to 25 percentage points below the state average. While Marshall High School is not a Priority campus, they are 6 to 24 percentage points below the state average in all testing categories.

The 2016-2017 TAPR reveals the following telling numbers about these two districts:

	Mount Pleasant Independent School District	State of Texas
Economically Disadvantaged:	81.7%	59%
English Language Learners:	39.4%	18.9%
At Risk:	70.8%	50.3%
	Marshall Independent School District	State of Texas
Economically Disadvantaged:	77.1%	59%
English Language Learners:	18.7%	18.9%
At Risk:	60.9%	50.3%
	Longview Independent School District	State of Texas
Economically Disadvantaged:	71%	59%
English Language Learners:	19.9%	18.9%
At Risk:	54%	50.3%

The Boys & Girls Clubs of the Big Pines has formed strong partnerships with Mount Pleasant, Marshall and Longview ISDs and designed a Texas ACE program that will provide new opportunities for students to master high standards curriculum while accessing new recreation, enrichment and family-based programming. The research on after-school programs documents the positive effects of quality programs on children's schooling success and social behavior, and the long-term benefits to communities and families. (U.S. Department of Education and U.S. Department of Justice, Working for Children and Families) Drawing on this research and the extensive experience that the BGCBP, Marshall ISD and Mount Pleasant ISD all have in implementing successful 21CCLCs, BGCBP Texas ACE will bring new after school academic and enrichment programming to those students most in need.

BGCBP Texas ACE will exceed the program schedule requirements with 38 weeks of programming. The fall and spring terms will total 30 weeks, five days a week for 15 hours a week. For the benefit of working families, the centers will be open even on days that will not count towards grant requirements to keep the schedule consistent. Centers will consolidate in the summer and provide eight weeks of ACE programming for four hours a day, five days a week. For the benefit of working families, extra hours are available through the BGCBP in the summer before and after ACE programming at a reduced cost.

BGCBP Texas ACE will take place at five centers serving grades K-6 in Mount Pleasant, K-12 in Marshall and 6-8 in Longview. These centers will bring structured, supportive programming during critical after-school hours when unsupervised youth are most likely to engage in or be a victim of delinquent behavior.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$892,500	\$	892,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$230,000	\$12,500	\$242,500
Schedule #9	Supplies and Materials (6300)	6300	\$221,700	\$	\$221,700
Schedule #10	Other Operating Costs (6400)	6400	\$58,000	\$	\$58,000
Schedule #11	Capital Outlay (6600)	6600	\$85,300	\$	\$85,300
	Consolidate Administrative Funds				
			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Total direct costs:			\$1,487,500	\$12,500	\$1,500,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,487,500	\$12,500	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (\$100)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	21		
2	Educational aide	63		\$65,000
3	Tutor			\$400,000
Program Management and Administration				
4	Project director (required)	1		\$55,000
5	Site coordinator (required)	5		\$200,000
6	Family engagement specialist (required)	1		\$40,000
7	Secretary/administrative assistant	1		\$25,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Interventionist	1		\$40,000
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$825,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$

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By TEA staff person:

5			
2 6	6140	Employee benefits	\$67,500
2 7		Subtotal substitute, extra-duty, benefits costs	\$67,500
2 8		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	\$892,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 75-2318241		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluation of Boys & Girls Clubs of the Big Pines Texas ACE	\$12,500
2	Transportation for students to center and home from programming	\$200,000
3	Professional Development for Texas ACE staff	\$5,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$217,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$25,000
(Sum of lines a, b, and c) Grand total		\$242,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 75-2318241		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$221,700
Grand total:		\$221,700

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 75-2318241		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$22,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412 /649 4	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$10,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$32,000
Remaining 6400—Other operating costs that do not require specific approval:		\$26,000
Grand total:		\$58,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (\$600)

County-District Number or Vendor ID: 75-2318241

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	Laptops for PD, SCs, FES, and Administrative Assistant for program and center operations	9	\$900	\$8,100
3	Mobile netbook labs for student academic intervention and enrichment activities	8	\$9,500	\$76,000
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Site license for software for academic intervention and enrichment activities	1	\$1,200	\$1,200
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29			\$	\$
Grand total:				\$85,300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14— Management Plan

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Project Director	Bachelor's Degree with at least two years work experience with youth. Prior school experience required, preferably as an administrator. Knowledge of grant management and strong organizational skills. Experience managing/supervising a team.
2	Site Coordinator(s)	Associates Degree with at least two years work experience with youth. Prior school experience preferred. Strong organizational skills. Ability to work with/manage a team. Teacher certification would be a bonus.
3	Family Engagement Specialist	Associates Degree with at least two years relevant work experience. Prior school experience preferred. Knowledge of the East Texas area. Strong communication skills. Bilingual would be a bonus.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Improve Academic Performance	1. Interview and hire qualified project staff	08/01/2018	09/01/2018
		2. Recruit and enroll targeted students most in need	08/01/2018	07/31/2019
		3. Create activity and lesson plans and schedules	08/15/2018	07/01/2019
		4. Implement intentional academic programming	09/04/2018	07/31/2019
		5. Evaluate programming for improvements	09/04/2018	07/31/2019
2	Improve School Day Attendance	1. Conduct student surveys to provide them a voice	09/04/2018	05/20/2019
		2. Create activity and lesson plans for enrichment	08/15/2018	07/01/2019
		3. Implement engaging hands-on programming	09/04/2018	07/31/2019
		4. Survey adults to provide them a voice	09/04/2018	05/20/2019
		5. Involve parents in child's education	09/04/2018	07/31/2019
3	Improve Grade Promotion Rates	1. Establish one-on-one mentoring program	10/01/2018	07/31/2019
		2. Collaborate with campus to ID and remove barriers	08/15/2018	05/20/2019
		3. Ongoing evaluation of program effectiveness	09/04/2018	07/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4	Improve Graduation Rates	1. Work with grades 6-12 to create short-term goals	10/01/2018	05/01/2019
		2. Work with grades 6-12 to create long-term goals	10/01/2018	07/31/2019
		3. Foster relationships with supportive adults	10/01/2018	07/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5	Students College/Career Ready	1. Secure informal partnerships with local colleges	10/01/2018	12/31/2018
		2. Recruit community members for presentations	10/01/2018	05/01/2019
		3. Implement college readiness programming	10/01/2018	07/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls Clubs of the Big Pines (BGCBP) evaluated community needs and resources by creating a planning committee that included superintendents and administrators from participating districts, members of the Boys & Girls Clubs of the Big Pines Board of Governors and their local council members; and state and city officials and agencies. Data from several sources was reviewed including but not limited to U.S. Census Bureau statistics, administrator and BGCBP personnel reports, District and Campus Improvement Plans, TAPR, and BGCBP surveys.

District data pointed to academic deficiencies. The most critical was Marshall ISD. Price T. Young Elementary (PTY) and Marshall Junior High School (MJHS) are Priority schools. PTY is 10 to 30 percentage points below the state average in all testing categories, MJHS is 8 to 25 and Marshall High School is 6 to 24 percentage points below the state average. School personnel also reported social and emotional issues, lack of adult role models, lack of culture and diversity awareness, lack of study skills, lack of boundaries and appropriateness towards the opposite sex, and discipline issues.

The community resources pointed to the poverty rate in the communities we propose to serve. All are higher than the state average of 15.6% according to U.S. Census Bureau. Longview's poverty rate is 18.6%, Mount Pleasant's poverty rate is 20% and Marshall's is 17.6%. They also reported drug and alcohol abuse, bullying and lack of knowledge of nutrition and healthy lifestyles. They reported that working parents expressed concern about their youth afterschool.

Other out-of-school time resources in these communities are daycares and Boys & Girls Clubs. However, cost is a prohibitive barrier to participation for the economically disadvantaged youth and families in these communities. None of the current resources measure up to the rigorous standards and quality of Texas ACE programs.

The BGCBP Texas ACE programming will include Power Hour (homework completion), small-group intervention, and engaging academic enrichment aligned to TEKS as appropriate. Our programming will allow our students to become proficient in basic education disciplines, apply learning to everyday situations, and embrace technology to achieve success in a career.

BGCBP Texas ACE programming such as SMART Moves, Passport to Manhood and SMART Girls develops the capacity of our youth to engage in positive behaviors that nurture their own well-being, set personal goals, and live successfully as self-sufficient adults. Youth for Unity specifically addresses cultural diversity and awareness and Be a Star addresses bullying.

Youth.gov points out that participation in afterschool programs has been associated with positive health outcomes, including reduced obesity. BGCBP Texas ACE programming such as Triple Play and organized sports/games develops fitness routines, positive use of leisure time, good dietary habits, and social skills with friends and adults.

Youth.gov reports that working families and businesses also derive benefits from afterschool programs. Parents concerned about their children's afterschool care miss an average of eight days of work per year, and this decreased worker productivity costs businesses up to \$300 billion annually. BGCBP Texas ACE programming will provide a safe place in out-of-school times when crime rates rise. Positive adult role models will provide mentoring and ensure homework is completed, which will allow working parents to focus on their youth's other needs after school. BGCBP Texas ACE will operate for three hours after school alleviating the need for working parents to leave work early. ACE will also provide transportation home for parents unable to pick their child up at the close of programming. Families will also benefit from literacy and other educational opportunities that will be offered at different times to accommodate working families.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

For priority points, the Boys & Girls Clubs of the Big Pines (BGCBP) will partner with Longview ISD, Mount Pleasant ISD and Marshall ISD. BGCBP Texas ACE will operate one center in Longview serving three middle schools. They will operate two centers in Mount Pleasant serving five campuses. The two centers in Mount Pleasant will be on MPISD campuses. They will operate two centers in Marshall serving three schools. One of the Marshall centers will be on a Marshall ISD campus. All three of these districts meet the eligibility criteria as an applicant on their own.

The BGCBP will be the fiscal agent and deliver day-to-day programming, management and evaluation of the Texas ACE programs. BGCBP Texas ACE will ensure that the grant is administered according to program and fiscal requirements. BGCBP will provide all reporting and data on the prescribed schedule.

The LEAs will identify and recruit students for programming and provide adequate space where appropriate. They will provide access to student data including grades, discipline referrals, FERPA, assessment data, promotion data, and attendance. They will allow access to lesson plans to ensure that programming is intentional and aligned with the school day.

The BGCBP Texas ACE staff will have regular partner reviews via surveys and quarterly partner meetings where the information will be reviewed. MOUs will be in place with district administration, PEIMS and campus principals.

The preliminary plan to sustain the out-of-school time programs is for the BGCBP to operate as fee-based extensions on school campuses. These partnerships will solidify relationships between the BGCBP and the LEAs from top administrators to school-day teachers and paraprofessionals. This will ensure that the sustaining afterschool programs will continue to reap the benefits of close cooperation with district teachers and administrators ensuring that programming remains aligned with the needs of each campus. These partnerships will also establish the BGCBP as a trusted partner in the minds of parents and guardians.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to *Benefits for Youth Families & Communities* at www.youth.gov, attending effective afterschool programs can improve students' academic performance, classroom behavior, school attendance, academic aspirations, and reduce the likelihood that a student will drop out.

Performance/Attendance

Boys & Girls Clubs of the Big Pines (BGCBP) Texas ACE will provide highly engaging research-based youth development opportunities based on student and campus need. These will include, but are not limited to, character building clubs, service-learning projects, and STEM focused activities.

Student voice and involvement in activity planning and design will provide opportunities for leadership, increased engagement, and encourage attendance. Helping students stay engaged in school activities will improve attendance during the school day. BGCBP Texas ACE will provide parent engagement activities and one-on-one mentoring. This will ensure that students receive the support of an adult advocate and involve parents in the educational process.

Discipline

Youth.gov also cites that participation in afterschool programs has been associated with reduced drug use and criminal behavior.

BGCBP Texas ACE will implement the Texas Academic Innovation and Mentoring (AIM) Project for those students identified as most in need of behavior intervention. This is a one-on-one mentoring program conducted by ACE frontline staff and volunteers. All sessions are documented to ensure fidelity to the student and program.

Frontline staff will also implement the Be a Star bullying program, Youth for Unity culture and diversity awareness program, and SMART Moves prevention program addressing drug and alcohol use and appropriate interactions with the opposite sex.

BGCBP Texas ACE will also collaborate with community agencies to ensure that students and parents receive the benefit of their prevention services and education.

Advancement

BGCBP Texas ACE will consistently collaborate with school administrators and school-day teachers to determine student need and program effectiveness. Ongoing evaluation and staff development will guide program improvement and remove barriers to success and promotion. BGCBP Texas ACE summer programming will prevent students from falling behind and keep them on track for the school year.

College/Career Readiness and Graduation

BGCBP Texas ACE will conduct college and career readiness activities once a month at the elementary centers. These will be highly-engaging activities that will often call on school administrators and community members to share personal experiences. At the middle school and high school levels, BGCBP Texas ACE will informally partner with local colleges to expose participants to career paths and technical and vocational opportunities. BGCBP Texas ACE will also implement diplomas2Degrees, which promotes the importance of higher education. diplomas2Degrees (d2D), a college readiness program, guides Club members as they work toward high school graduation and prepare for post-secondary education and career success. d2D helps teens develop both short- and long-term goals, while familiarizing them with post-secondary education through experiences like college tours. It also assists youth in securing financial aid and fosters supportive relationships with adults who can provide support throughout the college experience.

Schedule #16—Responses to Statutory Requirements (cont.)

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County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Boys & Girls Clubs of the Big Pines (BGCBP) Texas ACE will closely follow the guidance and proven practices in the Texas ACE Blueprint in regards to student recruitment, conducting needs assessments, using student and campus level data, creating intentional activities, creating lesson plans, and incorporating student and family voice.

Engaging the schools and community started with a comprehensive needs assessment during the planning of this grant. An afterschool advisory council will be created to include parents, community stakeholders, teachers, principals, and BGCBP council members. They will communicate community needs and advocate for the ACE program. Engaging the schools will involve using campus data to align BGCBP Texas ACE programming to the school day. Students and families will be given the opportunity to express their "voice and choice".

BGCBP Texas ACE will use the needs assessment to develop intentional activities and recruit targeted students. (Those most in need of academic assistance, adult advocacy or enrichment opportunities.) All activities will tie back to Texas ACE goals and objectives, U.S. Department of Education requirements, grant requirements, and fall within the four-component activity guide. BGCBP Texas ACE will look for opportunities to provide activities for unmet needs in the schools and communities.

Activity and lesson plans will be created for all of the intentional activities with the guidance provided in the Texas ACE Blueprint. All activities will be monitored for quality and fidelity to activity goals.

BGCBP Texas ACE will utilize many of Boys & Girls Clubs of America's evidence-based programs for positive youth development of students and families. These programs have been field tested extensively among low-income student populations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Boys & Girls Clubs of the Big Pines (BGCBP) Texas ACE will provide innovative instructional methods based on student need, including structured homework completion (Power Hour), small-group intervention and project-based learning opportunities. These project-based learning opportunities in the academic enrichment hours will also be planned based on student and campus need and align with school-day activities.

Power Hour provides BGCBP Texas ACE frontline staff with the strategies, activities, resources, and information to create engaging homework help and intervention programs that encourage students of every age to become self-directed learners.

Alignment with TEKS and the school-day curriculum will ensure that the Texas ACE activities will provide enhanced learning opportunities. Comprehensive lesson planning with guidance from the Texas ACE Blueprint, instruction with a certified teacher and low student-to-staff ratios will ensure meaningful student interaction and engagement. BGCBP Texas ACE Site Coordinators will develop a system to ensure that students have an opportunity to complete current and overdue assignments.

Academic enrichment activities will be project based and align with school-day curriculum to reinforce core concepts.

BGCBP Texas ACE will engage families in their student's learning by providing high-quality literacy and education-based activities that will increase their involvement in their student's education, which research shows can result in increased student achievement.

BGCBP Texas ACE summer programming will utilize a summer learning loss prevention program, Summer Brain Gain, developed specifically for the Boys & Girls Clubs to integrate into their traditional summer schedule.

Boys & Girls Clubs of America research estimates that 43 million children in the U.S. miss out on expanded learning opportunities that could prevent them from falling behind. During summer, most youth lose about two months' worth of math skills. Low-income youth also lose more than a months' worth of reading skills, while their middle-class peers make slight gains. Summer learning losses can stack up from year to year, causing low-income children to fall further behind, ultimately endangering their chances of high school graduation. More than half of the achievement gap between lower and higher-income youth can be explained by unequal access to summer learning opportunities.

Summer Brain Gain is comprised of one-week modules with fun, themed activities for elementary school, middle school and high school students that are aligned with common core anchor standards. Each module takes a project-based learning approach: youth engage in a process of learning through discovery, creative expression, group work and a final project or production. As a result, kids develop higher-order thinking skills through the Summer Brain Gain modules while staying on track for the coming school year.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director, Family Engagement Specialist, and Site Coordinators will collaborate with district and community stakeholders to write a marketing plan with the following components:

LEA Staff

One component of the plan will focus on the staff of the LEAs. Educating this audience about the community learning center's location, hours, programming, benefits, and goals will create center champions and Texas ACE spokespersons. This is especially important in the first months of programming as this audience is learning their role in the community learning center. Mediums to be used include, but are not limited to, presentations at convocation and staff meetings, inclusion in superintendent and principal correspondence and ongoing emails.

Parents

A second component of the plan will focus on parents and guardians. These communications will be delivered in both English and Spanish when possible. Mediums include, but are not limited to, parent handbooks, meet the teacher, campus open house, PTA meetings, parent newsletters, event and informational flyers, inclusion in principal and superintendent correspondence, district social media, district website, and district broadcast call systems. The center will also create a parent center with information about Texas ACE and services provided in the community.

Community

The third component of the plan will focus on members of the community and local stakeholders. The BGCBP enjoys a good and productive relationship with the local media-newspaper and radio. The BGCBP Texas ACE will send regular press releases and photos for coverage. Other mediums will include social media, community events, posters and flyers (in English and Spanish) at local businesses and federal/state agencies, relationship with local chamber of commerce, and presentations at civic clubs. The formation of the Texas ACE advisory board will create well-informed and engaged community members to serve as advocates for the program. The advisory board relationships will also be helpful in implementing the sustainability plan, which may include fundraising in order to keep fees affordable.

Volunteers will be a special subset to the community and included as a target audience in the marketing plan. The communication medium here will vary based on need. General volunteer needs and specialized needs will be communicated in an effort to recruit the appropriate volunteers to enhance Texas ACE programming.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will transition from the school day straight to Boys & Girls Clubs (BGCBP) Texas ACE for those centers on school campuses. For these centers, no transportation to programming is required. Transportation will be provided at the end of programming to take students home by the school district or their transportation contractor.

In Marshall, Marshall Junior High students will be bused to the center at the Carlile Unit by the school district as an in-kind service. Travel time is less than 10 minutes. Marshall High School is within walking distance of the center at the Carlile Unit. Students can walk avoiding any roads or major intersections. Students will travel home from the Carlile Unit with their parent or guardian.

In Longview, students will be bused by the school district to the Gregg County teen center from their middle school campuses. The longest route takes 15-20 minutes. Students will travel home from the center at the Gregg County Teen Center with their parent or guardian.

In Mount Pleasant, those students attending a center not on their campus will be bused by the school district's transportation contractor to the center. All routes from feeder schools to the center in Mount Pleasant are 10 minutes. Students will also be bused home at the close of programming.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls Clubs of the Big Pines (BGCBP) Texas ACE will recruit qualified volunteers to enhance programming. While the Project Director, Family Engagement Specialist and Site Coordinators all have access to different parts of the community and will play a role in recruiting volunteers, it will be the Family Engagement Specialist that will coordinate the volunteer program to ensure everyone is qualified, documented and placed properly.

All potential volunteers will fill out a volunteer application that includes basic personal information, hours and days available, preferred location, preferred age group, and a brief survey of skills, hobbies and interests. Fingerprinting and a copy of the applicant's driver's license and social security card is required for a background check.

Once the background check is complete, the Family Engagement Specialist will begin the placement process for those that are eligible based on volunteer interests, requests and availability versus center needs and student interests. Volunteers will have a brief onboarding and assigned to a center on a specific schedule.

BGCBP Texas ACE will work with the local colleges to cultivate a strong base of young and energetic volunteers. While they will complete the same placement process described above, BGCBP will endeavor to find education majors to help with the academic hour and academic enrichment, college athletes for the social/recreational hour (sport fundamentals, healthy diet, exercise, and mentoring), etc. Many college students have required community service hours, and BGCBP will work with the faculty to identify and place candidates for maximum program impact.

BGCBP Texas ACE will cultivate volunteers within the community as part of its marketing plan. Retired teachers, business men and women and community members will be called upon for special programs, enrichment skills and college and career readiness programs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The preliminary plan for continuing the community learning centers will build on the relationships built and strengthened with the LEAs and the communities over the life of this 21CCLC grant. The Boys & Girls Clubs of the Big Pines (BGCBP) will be positioned to step in and provide BGCBP extensions on the campuses served by this grant or provide transportation to a BGCBP facility within close proximity to those campuses.

The sustaining programs would be fee based, but costs would be kept low and affordable by raising the necessary private funds and applying for grants. The BGCBP will apply for federal grants such as OJP, state and local grants such as United Way, corporate community grants, Boys & Girls Clubs of America grants, and local civic organization grants.

The afterschool advisory council will write a sustainability plan and that process will start as early as year one in the form of a sustainability logic model. This council will include key community stakeholders, parents, teachers, school administrators, BGCBP Board of Governors, and BGCBP local council members. In year two of the grant, the advisory council will begin to evaluate what parts of programming are having the most benefit to the students served. Early in year three, the council will identify the key components of ACE to keep and make the final plan to incorporate those elements into the sustaining programs.

The BGCBP will continue to use the relationships built through LEA partnerships to align academic and enrichment programming to specific campus needs. Community and district relationships will be leveraged to identify needs of the parents and guardians to continue meaningful family engagement programming. Boys & Girls Clubs of America has many evidence-based programs that will be accessible to the BGCBP.

Resources, knowledge and training provided through this grant such as technology, curriculum and supplies will allow for low-cost startup of the BGCBP extensions after the grant ends. This will allow the BGCBP time to apply for grants and bring in the funds required to keep participant costs low and within reach of all that need BGCBP services.

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County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls Clubs of the Big Pines (BGCBP) Texas ACE will coordinate with federal, state, and local programs to make the most effective use of the resources available.

Locally, BGCBP Texas ACE will collaborate and share resources with the partner LEAs. BGCBP Texas ACE will seek out opportunities to share training, resources and staff development. While BGCBP Texas ACE will provide rigorous academic activities and intervention, it will not take the place of existing tutoring programs already established on the campuses served. This tutoring will be an in-kind service to the Texas ACE program for those students that will enter the ACE programming after school-day tutoring. Two of the partner LEAs are providing facilities and utilities at no cost to BGCBP Texas ACE.

BGCBP Texas ACE will also reach out to other Texas ACE centers that are close in proximity to share training, resources and staff development.

BGCBP Texas ACE will informally partner with local groups and agencies that provide services such as poverty training, adult literacy, prevention activities, and educational opportunities such as those available through county extension agencies for our students and parents.

BGCBP Texas ACE will take advantage of all Boys & Girls Clubs of America training and programming that is offered to BGCBP at little or no cost.

BGCBP will utilize federal and state resources for nutritious snacks for students, mentoring programs, and programs such as #girlstrong that prevent human trafficking.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Price T. Young Elementary 1501 Sanford Street Marshall, TX 75671		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	102-902-116				
Cost per student	\$874				
"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		60	
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Boys & Girls Clubs Big Pines Carlile Unit 1500 Positive Place, Marshall, TX 75671		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$874				
"Regular" student target (to be served 45 days or more annually):	90	Parent/legal guardian target (in proportion with student target):		20	
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name		Marshall Junior High -MISD		Marshall High School -MISD	
9-digit campus ID number		102-902-041		102-902-001	
Estimated transportation time		10 minutes		5 minutes	

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Frances Corprew, 909 School Street Mt. Pleasant, TX 75455		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	225902101				
Cost per student	\$874				
"Regular" student target (to be served 45 days or more annually):	115	Parent/legal guardian target (in proportion with student target):		60	
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Schedule #17—Responses to TEA Program Requirements (cont.)

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By TEA staff person:

County-district number or vendor ID: 75-2318241		Amendment # (for amendments only):				
Center 4	Name and physical address of center site: P E Wallace Middle School 504 Dunn Street, Mt Pleasant, TX 75455		The campus is (check all that apply): <input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number: 225902042					
	Cost per student: \$874					
	"Regular" student target (to be served 45 days or more annually): 500		Parent/legal guardian target (in proportion with student target): 150			
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name: Vivian Fowler- MPISD		Annie Sims- MPISD		E C Brice- MPISD	
	9-digit campus ID number: 225902104		225902102		225902103	
	Estimated transportation time: 10 minutes		10 minutes		10 minutes	
Center 5	Name and physical address of center site: Boys & Girls Club Big Pines Gregg County Teen Center 610 Garfield Drive, Longview, TX 75602		The campus is (check all that apply): <input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student: \$874					
	"Regular" student target (to be served 45 days or more annually): 330		Parent/legal guardian target (in proportion with student target): 100			
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name: Foster Middle- LISD		Judson Middle- LISD		Forest Park- LISD	
	9-digit campus ID number: 092903042		092903043		092903041	
	Estimated transportation time: 10 minutes		20 minutes		15 minutes	
Center 6	Name and physical address of center site:		The campus is (check all that apply): <input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student: \$					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name:					
	9-digit campus ID number:					
	Estimated transportation time:					
Schedule #17—Responses to TEA Program Requirements (cont.)						
County-district number or vendor ID: 75-2318241		Amendment # (for amendments only):				
Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served		
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Center 8			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		(check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:							
	Cost per student							
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							
Center 9			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		(check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:							
	Cost per student							
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							
Schedule #17—Responses to TEA Program Requirements (cont.)								
County-district number or vendor ID: 75-2318241					Amendment # (for amendments only):			
Center 10			<input type="checkbox"/> 40% or higher economically disadvantaged		<input type="checkbox"/> Pre-K			
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		<input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
	Feeder school #1	Feeder school #2	Feeder school #3		
Campus name:					
9-digit campus ID number					
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls Clubs of the Big Pines (BGCBP) Texas ACE Project Director and Site Coordinators will work closely together to manage the centers. The Project Director will meet with Site Coordinators once a week with a set agenda and outcomes. The Project Director will ensure that program objectives are being met and that the programs at each center are constantly evaluated and improved to meet the needs of the students and campuses. The Project Director will meet regularly with the external evaluator and make sure the evaluator has access to Site Coordinators, campus principals, Family Engagement Specialist, students, parents, and data so that the program can be evaluated effectively. The Project Director will create Site Coordinator, frontline and parent handbooks to guide the project.

The Project Director will visit each site at least one time per month and document the observations for discussions at meetings. Site Coordinators will be evaluated twice each year to identify strengths and weakness so that they can share best practices across centers. The Project Director will have MOUs written and signed each year with partners, campus principals and PEIMS. The Project Director will meet with campus principals once before programming starts in the fall to set goals, discuss the recruitment plan and answer questions. The Project Director will meet with campus principals in the late spring to gather data on Site Coordinator performance, current programming and plans for programming and budget for the next year. Time and effort and budget reviews will ensure the program is well funded but running efficiently. Community resources will also be evaluated throughout the program to prevent duplicate services and provide the best programs to ACE students and families.

The Site Coordinators will communicate at least once a month with campus principals to make sure the program and activities are aligned with identified needs. Site Coordinators will attend campus staff meetings and meet informally with campus teachers. Site Coordinators will attend training to include safety, TX21st, logic models, activity and lesson planning, Texas ACE regional trainings and state conferences in addition to program specific training.

Site Coordinators will work closely with campus staff to intentionally recruit students into the ACE program. This process will start at grant award but will be ongoing. Each campus principal and team will review data such as grades, assessments, and PEIMS data to include attendance and behavior referrals. This team will identify those most at risk and in need of the ACE program's services. Once the students most in need have been identified, they will be invited to enroll in the program. This ensures that those most in need have the first opportunity to reserve a spot in the program. Siblings of those being recruited will be given special consideration to help working families. If needed, follow-up phone calls will be made to families of targeted students to provide additional information and encourage enrollment.

The BGCBP Texas ACE centers will run for three hours after school, five days a week. Each activity will be 45 minutes in length. The first hour is the academic hour with homework completion and small-group intervention to target academic improvement. The second hour will be academic enrichment with engaging, hand-on activities that are aligned with school-day lesson plans. This hour will also include enrichment opportunities that these economically disadvantaged students might not otherwise be exposed to such as karate, photography, dance, and cooking. The third hour is the social and recreational activities that will include prevention, health and wellness, and self-esteem programs as well as organized sports and games that keep students active and healthy. This hour will also include community projects and mentoring to make sure that students have an adult advocate. Once a month, students will have college and workforce readiness activities, and the parents will have opportunities to engage in their student's education and access to literacy and other educational programs. Centers will be consolidated for summer programming and operate four hours a day for eight weeks.

The Site Coordinators will have a schedule each day based on staff, students and activity and lesson plans aligned to TEKS where appropriate. Attendance will be taken each hour and the frontline staff will deliver to the Site Coordinator to enter it into TX21st daily. The Project Director will monitor attendance along with the Site Coordinators to improve programming and ensure proper entry with exception reports being run monthly. Site Coordinators will turn in documentation weekly and monthly to the Project Director to ensure program and grant fidelity.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2318241

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Boys & Girls Clubs of the Big Pines (BGCBP) Texas ACE will have an MOU in place with the participating LEAs granting the Project Director and Site Coordinators access to all student data for those students admitted into the Texas ACE program. This data will be used for the purposes of evaluation and data collection. This will include, but is not limited to, school-day grades, attendance, discipline, assessment scores and promotion data. The Project Director and Site Coordinators will also regularly run and review TX21st reports to monitor program attendance. This data will be used to review the engagement level of programming and determine proper training for BGCBP Texas ACE staff.

Parent, student, staff, and administrator surveys will be conducted online and by hard copy where necessary. (Surveys will be available in English and Spanish.) The Project Director will analyze the data collected and facilitate discussion in regards to programmatic or policy changes. Site Coordinators will also collect informal data daily to report in weekly meetings with BGCBP Texas ACE leadership.

The BGCBP Texas ACE will develop and implement center and project logic models using guidance from the Texas ACE Blueprint.

The Project Director will conduct structured site visits monthly and document observations for discussion with Site Coordinators in regards to programmatic, employee or policy changes. The observations will also be included in the Site Coordinator mid-year and final employee evaluations.

To maintain the best employees to deliver programming, BGCBP Texas ACE will use a progressive discipline model to handle any employee issues. This will require managers to write improvement plans with specific goals to help the employees while properly documenting issues or incidents in the event of termination.

The Project Director will monitor the budget on a monthly basis to eliminate inefficiencies and ensure proper budgeting. The Project Director will meet with the Site Coordinators each six weeks to consider program and supply requests and weigh those against remaining funds, student voice and choice, and programmatic goals. The Project Director will meet with key finance staff once each semester to project funds out through the end of the grant year. The Project Director will use this data to determine if and when a budget amendment is needed prior to the amendment deadline.

Data for the independent evaluation will be collected on a weekly basis and delivered to the evaluator monthly. Much of the data will be delivered to the independent evaluator electronically. The evaluator will make site visits each semester to conduct interviews, structured observations and focus groups. The independent evaluator will also create and conduct surveys online and on paper when necessary. (They will be available in both English and Spanish.) The Program Director will be responsible for ensuring the interim reports and final evaluation is submitted in advance of the deadline. The independent evaluator will be reviewed at the end of the process for effectiveness. The independent evaluation will be posted publicly and shared with all stakeholders. This evaluation should also be helpful when the grant ends and the BGCBP is looking for private donors.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 75-2318241

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2318241

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18- Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2318241

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-2318241

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 75-2318241

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 75-2318241

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Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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